

Department of Professional Counseling  
M.A. Counseling w/emphasis in Clinical Mental Health Counseling  
Webster Groves Campus  
Webster University  
AY 2016-2017

**In brief:**

Students are performing satisfactorily in the program, and the program is meeting all of its outcomes as evidenced by the results of this report.

**Recommendations and proposed changes as a result of this report:**

- No changes to the program are necessary at the current time. However, we will continue to monitor the qualitative feedback that students shared in the university outcomes survey from year to year to determine whether there are trends that the department needs to be aware of. One notable example was feedback from a student who reported wanting even more discussion and action related to current events and social justice integrated into their counseling courses. The faculty value integrating these issues into the classroom, and we had thought that we were already doing this to the extent that each instructor felt was beneficial and within the scope of their respective classes. However, if we see more feedback like this on the outcomes survey or in course evaluations, the department will more deliberately and systematically examine ways to incorporate current events and social justice into our pedagogy.
- We also discussed assessment of our assessment process. The faculty recommended that we consider revising the PSE this coming academic year to remove items that the faculty consider unnecessary or extraneous. The Director of Assessment also reported on improvements she plans to make on the rubrics for collecting data on course-based projects, and will plan an assessment theme workshop on this later in the academic year.

**Aggregate student assessment data**

Student Learning Outcomes

1. Apply ethical and legal standards, as well as knowledge of public mental health policy, financing, and regulatory processes, to mental health counseling.

Measure	Administration	Result
The items under section IV of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	1.65 (0-3 Likert)
Item IV.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6100 and 6200	1.7 (0-3 Likert)
The items under section IV of the Professional Skills Evaluation (PSE)	COUN 6500	2.11 (0-3 Likert)
Item IV.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6500	2.08 (0-3 Likert)
Item #7 of the department's annual site supervisor survey: "How confident are you in Webster counseling students' ability to make ethical decisions related to counseling?"	Summer 2017 site supervisor survey (n=8)	3.64 (1-4 Likert)

<b>Analysis and Actions</b>	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	<p>Students demonstrate improvement on this measure between practicum (COUN 6100/6200) and internship (COUN 6500) as we would expect.</p> <p>Students are performing at or above expectations on this objective. However, we need more complete data for this SLO.</p>

2. Implement mental health counseling principles and practices associated with education, prevention, consultation, and intervention.

<b>Measure</b>	<b>Administration</b>	<b>Result</b>
The items under section III of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200 Practicum	1.93  (0-3 Likert)
The items under section III of the Professional Skills Evaluation (PSE)	COUN 6500 Internship	2.22 (0-3 Likert)
Item #2 and 3 of the department's annual site supervisor survey: "How well do Webster counseling students demonstrate their understanding of basic counseling skills?" and "How well do Webster counseling students demonstrate their understanding of counseling interventions?" respectively.	Summer 2017 site supervisor survey (n=8)	Item 2 = 3.64  Item 3 = 3.45  (1-4 Likert)

<b>Analysis and Actions</b>	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	<p>Students are performing at or above expectations on this objective. However, we need more complete data for this SLO.</p>

3. Describe how living in a multicultural society impacts clients and apply effective advocacy strategies to enhance mental health services.

<b>Measure</b>	<b>Administration</b>	<b>Result</b>
PSE scores for the following items:	COUN 5100 S&C Foundations	III.1. = 2.25
III.1 Demonstrates awareness of own belief system, values, needs, and biases		III. 2. = 2.31
III. 2. Demonstrates awareness of own cultural, ethnic, racial identity		III. 3. = 2.31
III.3 Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status.		(0-3 Likert)

PSE scores for the following items:*	COUN 6100 and 6200	III.1. = 2.07 III. 2. = 2.04 III. 3. = 2.04 (0-3 Likert)
III.1 Demonstrates awareness of own belief system, values, needs, and biases		
III. 2. Demonstrates awareness of own cultural, ethnic, racial identity		
III.3 Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status. COUN 6100 and COUN 6200		
PSE scores for the following items:*	COUN 6500	III.1. = 2.37 III. 2. = 2.37 III. 3. = 2.47 (0-3 Likert)
III.1 Demonstrates awareness of own belief system, values, needs, and biases		
III. 2. Demonstrates awareness of own cultural, ethnic, racial identity		
III.3 Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status. COUN 6500		

Analysis and Actions	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students are performing at or above expectations on this objective.

4. Employ various assessment techniques associated with professional mental health counseling to appropriately intervene in meeting the needs of diverse clients.

Measure	Administration	Result
Item V.3. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates ability to measure outcomes based on theory."	COUN 6100 and 6200	1.15 (0-3 Likert)
Item V.3. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates ability to measure outcomes based on theory."	COUN 6500	1.87 (0-3 Likert)

Analysis and Actions	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students are performing near expectations on this objective. It is expected that students score low on this measure prior to taking the course on assessment, as reflected in the data on this measure collected in COUN 6100 and 6200. The upward trajectory of their scores on this measure after having taken the assessment course, as reflected in the data collected on this measure in COUN 6500, is exactly what the department hopes to see.

5. Apply evidence-based research literature associated with professional mental health counseling to meet the needs of clients living in a diverse society.

Measure	Administration	Result
All items of section V. of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	1.25  (0-3 Likert)
All items of section V. of the Professional Skills Evaluation (PSE)	COUN 6500	1.92  (0-3 Likert)
Items #2 and 3 of the department's annual site supervisor survey: "How well do Webster counseling students demonstrate their understanding of basic counseling skills?" and "How well do Webster counseling students demonstrate their understanding of counseling interventions?" respectively.	Summer 2017 site supervisor survey (n=8)	Item 2 = 3.64  Item 3 = 3.45  (1-4 Likert)

Analysis and Actions	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students are performing at or near the department's expectations on this outcome. It is expected that students score low on this measure prior to taking the course on research and program evaluation, as reflected in the data on this measure collected in COUN 6100 and 6200. The upward trajectory of their scores on this measure after having taken the research and program evaluation course, as reflected in the data collected on this measure in COUN 6500, is exactly what the department hopes to see.

6. Implement diagnostic tools appropriate for mental health counseling professionals to diagnosis disorders in diverse clients.

Measure	Administration	Result
Item IV.5. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates understanding of the DSM and clinical application."	COUN 6100 and 6200	1.13  (0-3 Likert)
Item IV.5. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates understanding of the DSM and clinical application."	COUN 6500	2.02  (0-3 Likert)

Analysis and Actions	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students are satisfactorily meeting this SLO. It is expected that students score low on this measure at the very beginning of their field experience, as reflected in the data on this measure collected in COUN 6100 and 6200. The upward trajectory of their scores on this measure after having several months' worth of experience conducting diagnostic assessments in the field, as reflected in the data collected on this measure in COUN 6500, is exactly what the department hopes to see.

## **Systematic follow-up studies**

**Graduates:** Alumni of CMHC program at WEBG who had graduated from summer 2015-spring 2016

### **Licensure exam results per self report:**

Yes	57%	4
No	0%	0
Have not taken licensure exam	43%	3
Total	100%	7

### **Employment status according to Webster OIE Outcomes Survey (N=18):**

Employed full-time (30 or more hours/week)	66.7%	12
Employed part-time (less than 30 hours/week)	22.2%	4
Seeking employment	5.6%	1
Student/Continuing Education	5.6%	1
Total	100%	18

### **Summary of qualitative responses from alumni**

In general, recent graduates reported being very satisfied with how the program prepared them for working with clients in clinical settings. We had one response suggesting that more attention be paid to current events and social justice in the classroom, and one response from a student reporting difficulties they encountered in securing a field placement site.

**Site supervisors:** Supervisors are surveyed following the annual site supervisor orientation (N=8)

1. How confident are you in your Webster supervisees' general understanding of counseling theories?	<b>3.55</b>
2. How well do Webster counseling students demonstrate their understanding of basic counseling skills?	<b>3.64</b>
3. How well do Webster counseling students demonstrate their understanding of counseling interventions?	<b>3.45</b>
4. How well do Webster counseling students perform required academic and clinical writing tasks?	<b>3.27</b>
5. How well do Webster counseling students demonstrate their ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	<b>3.55</b>
6. How well are Webster counseling students prepared for practicum and/or internship placement in your clinical setting?	<b>3.45</b>
7. How confident are you in Webster counseling students' ability to make ethical decisions related to counseling?	<b>3.64</b>
8. How open are Webster counseling students to supervision and constructive criticism?	<b>3.82</b>
9. How willing would you be to supervise another student from the Department of Professional Counseling at Webster University?	<b>3.27</b>

Qualitative responses to the prompt: "Please list any additional comments that you feel would be useful"

We received one qualitative response from a supervisor who reported that they would like students to be less apprehensive about potentially making mistakes in sessions. We also received a response from a supervisor who had questions about the structure of the field experience structure. However, we address these in our annual meeting/orientation with site supervisors.

## Employers of graduates

Employers of alumni of CMHC program at WEBG who had graduated from summer 2015-spring 2016 were surveyed in summer 2017 after those alumni shared the contact information for their current employer in the alumni survey. (n=4)

**Part I. Rate the aspects of the graduate (employee) described in the questions below by checking the number that best corresponds to your evaluation:**

1. How confident are you in your Webster supervisees' general understanding of counseling theories?	<b>3.33</b>
2. How well do Webster counseling students demonstrate their understanding of basic counseling skills?	<b>3.33</b>

3. How well do Webster counseling students demonstrate their understanding of counseling interventions?	<b>3</b>
4. How well do Webster counseling students perform required academic and clinical writing tasks?	<b>3.33</b>
5. How well do Webster counseling students demonstrate their ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	<b>3.33</b>
6. How well are Webster counseling students prepared for practicum and/or internship placement in your clinical setting?	<b>3.67</b>
7. How confident are you in Webster counseling students' ability to make ethical decisions related to counseling?	<b>3.33</b>
8. How willing would you be to supervise another student from the Department of Professional Counseling at Webster University?	<b>3.67</b>

Qualitative responses to the prompt: "Please list any additional comments that you feel would be useful"

- We received on response from an employer recommending that our program place more emphasis on Substance Use Disorder as well as treatment planning, note writing, and possible working within an electronic health record.